

Faculty of Arts & Science

Course Guide

PSYCHOLOGY



REAL EDUCATION FOR THE REAL WORLD

A GUIDE TO UNDERGRADUATE COURSES

1994 - 95

DEPARTMENT OF PSYCHOLOGY

FACULTY OF ARTS & SCIENCE

LOYOLA & SIR GEORGE WILLIAMS CAMPUSES

This booklet of course outlines has been prepared to provide you with as much information as possible on the courses being offered by the Department of Psychology on the Loyola and Sir George Williams Campuses, and thereby, to assist you in the selection of courses. Although efforts were made to include a description of every section of each course offered, some descriptions were not available at the time the booklet was sent to the printers.

MARCH 1994

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The purpose of this guide is to introduce the undergraduate student to the orientation and scope of the department and to provide course descriptions that are more detailed than those available in the University Calendar.

The psychology department has facilities on both the Sir George Williams Campus downtown and on the Loyola Campus in the west end. Undergraduate programmes leading to the Bachelor of Arts and Bachelor of Science degrees are offered for full-time and part-time students.

The interests and areas of expertise within the department are quite comprehensive and range, for example, from Developmental Psychology to Brain Chemistry and Behavior, and from Behavior Disorders to Animal Behavior. The department has a strong commitment both to undergraduate teaching and to research and graduate training in the very active M.A. and Ph.D. programmes. Our Ph.D. programme with clinical profile is accredited by both the Canadian Psychological Association and the American Psychological Association. Most of the department's 44 full-time faculty are recipients of individual or team research grants that enable them to pursue their research interests. Several of these researchers are internationally recognized for their expertise in their special areas. The strong commitment of psychology faculty members to research helps assure that our undergraduate programmes keep up with the rapid advances in psychological data and theory.

A Bachelor's degree in Psychology does not admit a graduate directly to a profession. The minimum requirement for becoming a "licensed psychologist" in Quebec is a Master's degree. Our undergraduate programme does not, therefore, train the student to be a psychologist nor does it train for any other specific professional or para-professional work. It does, however, provide a comprehensive background in psychology that can prepare the student for further studies in a wide variety of fields. Students find that the programme gives them a good background for entering areas such as medicine, education, social work, community services, business, industry, and the civil service. More detailed lists of job opportunities are available from Counselling & Development where a number of publications on job opportunities are to be found.

Admission Requirements

Students must follow the admission procedures as indicated in the University Calendar. Normally the student enters the first year of the 90-credit, 3-year programme after completion of the 2-year CEGEP programme. Students entering any Bachelor of Arts programme in Psychology are expected to have completed a course in general introductory psychology; a course in general biology or human biology (301 or 401 or 911 or 921), and some CEGEP mathematics, preferably 337. Students lacking these specific programme prerequisites as part of the Diploma of Collegial Studies can arrange to complete appropriate substitute courses in introductory psychology, biology and mathematics. The appropriate courses are determined via consultation with a departmental advisor.

For students entering Bachelor of Science programmes, it is very important that, in addition to completion of a general introductory psychology course, the student has completed CEGEP Mathematics 103 and 203 (Calculus I and II); Physics 101, 201 and 301; Chemistry 101 and 201, and Biology 301. Students lacking some of these prerequisites may arrange with an undergraduate programme advisor to complete appropriate substitute courses as part of their undergraduate programme. Students may find that in order to make up these courses they will have to take more than 90 credits.

***** NOTE *****

Students wishing to change their concentration to Psychology may be admitted into the Major. These students must have completed 24 credits at Concordia University with a minimum G.P.A. of 2.50 and have completed the following:

- Introductory Psychology (or equivalent),
- 3 credits of Math (at Cegep or the equivalent of Math 206 or more advanced math courses
- Introductory or General Biology (the equivalent of Concordia University's BIOL 201 or 200)

Entry via Mature Student Programme

Although students normally enter the University after completion of their Diploma of Collegial Studies, there are alternative entry routes for students who are over 21 years of age and have not completed CEGEP. Students who might benefit from these alternative provisions should consult the "Mature Student Programmes" entry in the University Calendar. Special entry provisions also exist for students coming from outside the province of Quebec.

NOTE: All students must make sure that they follow the requirements as set out in their letter of admission.

Registration Procedures

Returning Students

The new registration procedures will enable returning students (i.e. not newly admitted this year) to register by telephone using CARL for the Summer, Fall, and Winter sessions of 1994-95. The Registrar's Office will be mailing you a package of information concerning the dates when you may start to register. The Registrar's package will instruct you to obtain approval of your course selection from a psychology Departmental Advisor well in advance of registration.

Returning students will be receiving, in March, information from the Registrar's Office concerning the specific procedures to be followed for telephone registration.

Newly Admitted Students

The Admissions Office will instruct newly admitted students concerning registration procedures. You will be told when and where to obtain the course schedule (timetable), and you will be told to contact the Psychology Department for advising and course selection. The department will be arranging **orientation sessions** for newly accepted students during June and August. You should make an appointment for one of these sessions by phoning or visiting the department as soon as you have received at least conditional acceptance from the Admissions Office. Please see page 4 of this booklet for the appropriate addresses and phone numbers.

All students must choose their Psychology courses in accordance with the programme requirements which are described later in this booklet.

Choosing Electives from Outside the Department

All students are strongly encouraged to supplement their psychology concentration with a selection of courses that broadens their general education. University regulations require students to complete at least 24 credits outside their department of concentration. New students are encouraged to plan their programmes, including elective choices, for the whole of their degree programme, not just for the first year.

Students must pay particular attention to the prerequisites that restrict registration in certain courses. Lists of possible elective courses that have no special prerequisites will be available during the advising sessions. Students should note that there are many constraints on registering for courses in other faculties such as Commerce, Fine Arts, and Engineering.

General Information

Please note that sections of courses are available on both our west-end (Loyola) and downtown (Sir George Williams) campuses. Loyola sections are identified with numbers, for example PSYC 310/2 01. A Sir George Williams section of the same course would be identified with a letter, for example, PSYC 310/2 A.

A shuttle-bus takes students between the campuses on a 20 minute schedule. If you want to take some courses on each campus you will, of course, have to take travelling time into account. (A minimum of 40 minutes is needed between campuses).

The details of our numbering system are described in the Calendar and in the Schedule of courses that you will obtain from the Registrar, but you might note here that a course number followed by /2 means that the course is offered in the September-December semester, while /4 indicates that the course is offered only in the January-April semester. A course number followed by /3 indicates that the course continues through both semesters. A course designated with /3, for example, PSYC 320/3, is normally a 6-credit course whereas "/2" or "/4" courses are normally 3-credit courses.

Students may register for a maximum of 15 credits per semester. In order to be considered a full-time student (part of the eligibility requirements for loans and bursaries) you must register for at least 12 credits each semester. More information on loans, bursaries, and scholarships may be obtained from the University Financial Aid Office.

Students are strongly encouraged to familiarize themselves with various University regulations and policies by reading the appropriate sections of the Calendar. A careful reading of the information sheets that you receive from the Registrar and Admissions Office will help you avoid problems. Please note that you cannot drop a course by merely ceasing to attend class. If you want to withdraw from a course without academic penalty you must do so officially. The withdrawal procedures and deadlines are explained in the University Calendar.

Psychology Programmes (General Description)

Minor in Psychology (30 credits). Students must complete PSYC 310 - Research Methods I (3 credits); PSYC 315 - Statistics I (3 credits); PSYC 320 - Modern Psychology in Historical Perspective (6 credits), and 18 credits from a wide variety of choices. Students may select these "content" courses in consultation with an advisor.

Major in Psychology (42 credits). Students must complete PSYC 310 - Research Methods I; PSYC 315 - Statistics I; PSYC 320 - Modern Psychology in Historical Perspective, and 30 additional psychology credits chosen from "blocks" of courses that provide the student with a wide choice.

Specialization (60 credits) and Honours (66 credits). The first year required courses are the same as for the major except that students must also complete PSYC 311 - Research Methods II and PSYC 316 - Statistics II. Additional psychology credits are to be chosen from "blocks" of courses that are designed to guide the student to important areas of psychology while still providing a wide choice to satisfy individual interests.

Students wishing to change to Specialization must have completed Psyc 310, 315, 320 and have obtained a GPA of 3.0 over all courses.

Students in Honours programmes must complete an Honours Thesis and integrative Honours Seminars as part of their programme. Application for formal admission to the Honours Programme may be made after completion of the Research Methods, Statistics, and History of Psychology requirements that were mentioned above. Admission to Honours and continuation in the programme depend also on academic standing, as outlined in the University Calendar. Psychology students must obtain a grade point average (GPA) of 3.5 in Psychology courses and a GPA of 3.0 over all courses to enter Honours. Please note that these GPAs are higher than the minimum level that is indicated in the Calendar for entry into Honours programmes.

Bachelor of Science Programmes. Students should have completed the appropriate pre-science CEGEP "profile" as indicated earlier.

Major, Specialization and Honours Programmes leading to a B.Sc. The initial psychology courses are the same as for the corresponding B.A. degrees.

Specific requirements for the B.A. and B.Sc. programmes as they will appear in the 1994-95 Calendar are listed as follows:

B.A. Programmes

	Minor (30 credits)	Credits
Stage 1	Research Methods I (310) and Statistics I (315) Modern Psychology in Historical Perspective (320)	6 6
Stages 2 & 3	12 credits from among: Developmental (330); Social (333); Personality (336); Behaviour Disorders (339); Motivation I (343); Motivation II (344); Learning I (346); Learning II (347); Sensation and Perception I (349); Sensation and Perception II (350); Cognition I (352); Cognition II (353); Fundamentals of Behavioural Neurobiology (358); Neuropsychology (359); Psychobiology of Learning and Memory (362); Psychobiology of Sensation and Perception (365); Animal Behaviour (366); Psychobiology of Motivated Behaviours (367).	12
	Department approved Psychology electives at '300' or '400' level.	6

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SEE NOTE BELOW

	Major (42 credits)	Credits
Stage 1	Research Methods I (310) and Statistics I (315) Modern Psychology in Historical Perspective (320)	6 6
Stages 2 & 3	24 credits from Block A plus Block B:	
	A. Motivation I (343); Learning I (346); Sensation and Perception I (349); Cognition I (352); Fundamentals of Behavioural Neurobiology (358); Animal Behaviour (366).	12
	B. Developmental (330); Social (333); Personality (336); Behaviour Disorders (339).	12
	Department approved Psychology electives at '300' or '400' level, <u>except</u> 330, 333, 336, and 339.	6

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*** NOTE ***

Returning students should take note that the 6-credit courses PSYC 342 (Motivation), 345 (Learning), 348 (Sensory and Perceptual Processes), 351 (Cognitive Processes), 357 (Physiological Psychology), 360 (Brain Chemistry and Behaviour), and 363 (Neuroanatomical Bases of Behaviour) no longer exist. They have been replaced by pairs of 3-credit courses.

If you have credit for **PSYC 342**, you cannot take **PSYC 343** or **344** for credit.

If you have credit for **PSYC 345**, you cannot take **PSYC 346** or **347** for credit.

If you have credit for **PSYC 348**, you cannot take **PSYC 349** or **350** for credit.

If you have credit for **PSYC 351**, you cannot take **PSYC 352** or **353** for credit.

If you have credit for **PSYC 357**, you cannot take **PSYC 358, 362, 365, or 367** for credit.

If you have credit for **PSYC 360**, you cannot take **PSYC 358, 362, 365, or 367** for credit.

If you have credit for **PSYC 363**, you cannot take **PSYC 358 or 359** for credit.

Specialization (60 credits)		Credits
Stage 1	Research Methods I (310) and Statistics I (315)	6
	Research Methods II (311); Statistics II (316)	6
	Modern Psychology in Historical Perspective (320)	6
Stages 2 & 3	9 credits from: Motivation I (343); Learning I (346); Sensation and Perception I (349); Cognition I (352)	9
	3 credits from: Motivation II (344); Learning II (347); Sensation and Perception II (350); Cognition II (353)	3
	6 credits from: Fundamentals of Behavioural Neurobiology (358); Neuropsychology (359); Psychobiology of Learning and Memory (362); Psychobiology of Sensation and Perception (365); Animal Behaviour (366); Psychobiology of Motivated Behaviours (367)	6
	12 credits from: Developmental (330); Social (333); Personality (336); Behaviour Disorders (339)	12
	12 credits of Department-approved Psychology electives at '300' or '400' levels	12
		60
SEE NOTE ON PAGE 8		
Honours (66 credits)		Credits
Stage 1	As for Specialization	18
Stages 2 & 3	9 credits from: Motivation I (343); Learning I (346); Sensation and Perception I (349); Cognition I (352)	9
	3 credits from: Motivation II (344); Learning II (347); Sensation and Perception II (350); Cognition II (353)	3
	6 credits from: Fundamentals of Behavioural Neurobiology (358); Neuropsychology (359); Psychobiology of Learning and Memory (362); Psychobiology of Sensation and Perception (365); Animal Behaviour (366); Psychobiology of Motivated Behaviours (367)	6
	12 credits from: Developmental (330); Social (333); Personality (336); Behaviour Disorders (339)	12
	6 credits of Department-approved Psychology electives at '300' or '400' levels	6
Stage 3	Honours Seminars (421 and 422)	6
	Honours Thesis (430)	6
		66
SEE NOTE ON PAGE 8		

B.Sc. Programmes

	Major (42 credits)	Credits
Stage 1	Research Methods I (310) and Statistics I (315)	6
	Modern Psychology in Historical Perspective (320)	6

Stages 2 & 3	24 credits from Block A plus Block B:	
	A. Developmental (330); Social (333); Personality (336); Behaviour Disorders (339); Motivation I (343); Learning I (346); Sensation and Perception I (349); Cognition I (352); .	12
	B. Fundamentals of Behavioural Neurobiology (358); Neuropsychology (359); Psychobiology of Learning and Memory (362); Psychobiology of Sensation and Perception (365); Animal Behaviour (366); Psychobiology of Motivated Behaviours (367).	12
	Department approved Psychology electives at '300' or '400' level, except 358, 359, 362, 366, 367.	6

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	Specialization (60 credits)	Credits
Stage 1	Research Methods I (310) and Statistics I (315)	6
	Research Methods II (311); Statistics II (316)	6
	Modern Psychology in Historical Perspective (320)	6
Stages 2 & 3	9 credits from: Motivation I (343); Learning I (346); Sensation and Perception I (349); Cognition I (352)	9
	3 credits from: Motivation II (344); Learning II (347); Sensation and Perception II (350); Cognition II (353)	3
	12 credits from: Fundamentals of Behavioural Neurobiology (358); Neuropsychology (359); Psychobiology of Learning and Memory (362); Psychobiology of Sensation and Perception (365); Animal Behaviour (366); Psychobiology of Motivated Behaviours (367); Hormones and Behavior (369); Scaling (381); Measurement (384)	12
	6 credits from: Developmental (330); Social (333); Personality (336); Behaviour Disorders (339)	6
	12 Department-approved Psychology electives at '300' or '400' levels	12

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In addition students must take a minimum of 15 science credits outside the department, selected in consultation with a Psychology academic advisor. **ONLY THOSE SCIENCE COURSES SPECIFICALLY APPROVED BY A PSYCHOLOGY ACADEMIC ADVISOR WILL COUNT TOWARDS THE B.Sc.** In general, only those courses that are accepted in a science programme (e.g. Major Biology) are considered for science credit.

Psychobiology Option (Specialization)

Students wishing to do a B.Sc. Specialization with Psychobiology Option must take 6 credits of PSYC 358, 359, 362, 365, or 367 as part of their Psychology programme. To complete the option, students will select 21 credits in Chemistry and Biology from the courses listed below. Up to 6 of these credits may be substituted for 6 credits of Psychology electives.

Stage 1	CHEM 221; CHEM 222	6
Stages 1 & 2	CHEM 271; BIOL 230	6
Stages 2 & 3	9 credits from among: BIOL 261, 321, 335, 336, 364, 383, 384, 462, CHEM 473, 474, 478	9

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	Honours (66 credits)	Credits
Stage 1	As for Specialization	18
Stages 2 & 3	9 credits from: Motivation I (343); Learning I (346); Sensation and Perception I (349); Cognition I (352)	9
	3 credits from: Motivation II (344); Learning II (347); Sensation and Perception II (350); Cognition II (353)	3
	12 credits from: Fundamentals of Behavioural Neurobiology (358); Neuropsychology (359); Psychobiology of Learning and Memory (362); Psychobiology of Sensation and Perception (365); Animal Behaviour (366); Psychobiology of Motivated Behaviours (367); Hormones and Behavior (369); Scaling (381); Measurement (384)	12
	6 credits from: Developmental (330); Social (333); Personality (336); Behaviour Disorders (339)	6
	6 credits of Department-approved Psychology electives at '300' or '400' levels	6
Stage 3	Honours Seminars (421 and 422)	6
	Honours Thesis (430)	6
		66

SEE NOTE ON PAGE 8

Psychobiology Option (Honours)

Students wishing to do a B.Sc. Honours with Psychobiology Option must take 6 credits of PSYC 358, 359, 362, 365, or 367 as part of their Psychology programme. To complete the option, students will select 21 credits in Chemistry and Biology from the courses listed below. Up to 6 of these credits may be substituted for 6 credits of Psychology electives.

Stage 1	CHEM 221; CHEM 222	6
Stages 1 & 2	CHEM 271; BIOL 230	6
Stages 2 & 3	9 credits from among: BIOL 261, 321, 335, 336, 364, 383, 384, 462, CHEM 473, 474, 478	9

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Selected Topics in Psychology

Each year a number of different selected topics at the '200' level are offered under the numbers PSYC 297; 298; or 299. These courses are intended primarily as elective courses for students **not in psychology programmes**.

NOTE: Students registered in a Psychology programme may **not** take these courses for credit.

Selected Problems in Psychology

A number of Selected Problems courses are offered at the '300' level under the numbers 398 and 399. The particular areas covered vary from session to session. Please note that there may be prerequisite requirements beyond the minimal requirement of PSYC 310 and 315 for certain of these courses. These courses are intended for students following a psychology programme. The courses usually deal with a particular area in considerable depth.

Interdisciplinary Courses in Psychology

The courses listed below represent areas of psychology which overlap with other disciplines or areas of study. The 200-level courses have Introductory Psychology as prerequisite. The 300-level courses have Introductory Psychology plus more advanced courses in Psychology or other relevant fields. Not all are offered in any given year.

- 280 - Adolescence (Psychology, Education, Applied Social Science)
- 281 - Learning Disabilities (Psychology, Education)
- * 283 - Emotional Development (Psychology, Applied Social Science)
- * 284 - Socialization (Psychology, Applied Social Science)
- ** 286 - Psychology of Leisure (Psychology, Leisure Studies)
- * 390 - Sexual Differentiation (Psychology, Women's Studies)
- 393 - Psychology of Language & Communication (Psychology, Linguistics)
- 394 - Community Psychology (Psychology, Applied Social Science, Sociobiology, Recreation & Leisure Studies)

* Certain sections of these courses are reserved for students in the Family Life Education Certificate Programme (Department of Applied Social Science).

** This course is a required course in Recreation and Leisure Programme. Other students can register in it only if there is sufficient space.

NOTE: Students registered in a Psychology programme may **not** take '200' level interdisciplinary courses for credit.

A NOTE ON ASSIGNMENT OF LETTER GRADES

The overall evaluation of a student's performance in a course is indicated with a letter grade. The Registrar accepts only letter grades on the official grade sheets.

In general students are evaluated as OUTSTANDING (A); VERY GOOD (B); SATISFACTORY (C); MARGINAL PASS (D), or FAILURE (F). Within these main categories there are "shadings" such as C+, or A-.

In the course of evaluating students' work (including quizzes, tests, term papers, final exams, etc.), an instructor may need to use numerical marks for various components of the final grade in order to weight and average the components to obtain an overall grade (obviously letters cannot be "averaged"). The instructors will assign numbers to the work in such a way as to reflect their assessment of whether the work was Outstanding, Very Good, Marginal, etc. You should realize that instructors may differ in the convention they use for assigning a number to their assessment. For example, one instructor may decide to give a 9/10 to some work he or she feels is Outstanding while another instructor might decide to give 8/10 to Outstanding work. **You should note that both the 9/10 for the first instructor and the 8/10 for the second instructor will translate back into an "A" because they both mean "Outstanding".** The particular numbers that a professor uses don't matter so long as they are used consistently. For example, a professor might use the numbers 4, 3, 2, 1 and 0 for Outstanding, Very Good, Satisfactory, Marginal Pass, and Fail rather than using percentages. The course outline in each course will inform you about the grading scheme used by the individual professors.

There is no "official" scheme for numerical to letter translation that instructors are obliged to use. You should note, therefore, that a particular numerical mark does not always "translate" into a particular letter grade.

GENERAL INFORMATION:

Course Prerequisites

Psychology students are expected to have taken the prerequisite courses as listed in the course descriptions in the University Calendar.

PSYC 200 - INTRODUCTORY PSYCHOLOGY

This is a first course in psychology, intended for the general arts and science student with little or no background in this subject. In addition to a broad overview of the areas and issues of psychology, the student will become acquainted with the various methods and models of theoretical psychology and the different problems to which they are applied. A basic textbook will be used. Class time will be devoted to the elaboration of topics found in the text, the introduction of new or supplementary material, and the discussion of questions or ideas.

This course is useful to students in other areas who wish to obtain some familiarity with the field. At the same time it provides the necessary background for students wishing to enter a psychology program.

More detailed descriptions of specific sections of PSYC 200 are provided below. Because many sections of the course are taught by part-time instructors it is not possible to include detailed descriptions for all sections.

NOTE: Students taking Psych 200 or equivalent may **not** take MANA 213 for credit

PSYCHOLOGY 200/3 (6 Credits) INTRODUCTORY PSYCHOLOGY

SECTION 02
INSTRUCTOR: Dr. J. Jans

COURSE CONTENT: Please see general information concerning PSYC 200 above.

FOR: Students who have not taken a psychology course before, or students who need PSYC 200 as a prerequisite for more advanced courses.

PREREQUISITE: None

FORMAT: Lectures and discussions

EVALUATION: 6 in-class tests: 30% (best 5 of 6 used for final evaluation); Mid-term Exam: 35%; Final Exam: 35%.

COURSE OUTLINE: On file in the Department. Available first class.

COMMENTS: Three to four hours of work per week for the average student.

Tentative course outlines for other sections can be found on file at all Department locations.

PSYCHOLOGY 280/2/4 (3 Credits)
ADOLESCENCE

SECTION: AA

COURSE CONTENT: This course will deal with various aspects of adolescence including such topics as physical change, sexual and sex-related behaviours, cognitive growth and lifestyles.

FOR: Students not in a psychology programme.

PREREQUISITE: Introductory Psychology or equivalent.

FORMAT: Lectures and discussions.

EVALUATION: Class tests and in-class participation = 100% of grade. **N.B.** No supplemental exam.

COURSE OUTLINE: On file in the Department. Final version available first class.

NOTE: Students having received credit for 379 or 391 may **not** take this course for credit
Students who have registered in a Psychology programme may **not** take this course for credit

PSYCHOLOGY 281/2/4 (3 Credits)
LEARNING DISABILITIES

SECTION: A

COURSE CONTENT: The field of learning disabilities is multi-disciplinary and as such is of interest to teachers, speech pathologists, audiologists, psychologists, pediatricians, neurologists, social workers, etc. The course deals with the psychology of learning disabilities. The primary focus will be on the ways in which psychologists in the area of cognitive psychology and neuropsychology have attempted to gain a better understanding of the disorders of those children who have been labeled learning disabled. The emphasis, then, will be on current research in the area of learning disabilities. Since the majority of learning disabled children have difficulties in some area of language (reading, spelling, expressive language, receptive language) this will be the primary area covered in the course. There will be little emphasis on remediation, since the aim of the course is to gain a better understanding of the underlying neuropsychological and cognitive disorders of learning disabled children.

FOR: Students not in a psychology programme.

PREREQUISITE: Introductory Psychology or equivalent.

EVALUATION: One mid-term exam (40%) and one final exam (60%), held during the examination period.

NOTE: Students who have received credit for 377 or 392 may **not** take this course for credit
Students who have registered in a Psychology programme may **not** take this course for credit

PSYCHOLOGY 283 (3 Credits)
EMOTIONAL DEVELOPMENT

SECTION: A

COURSE CONTENT: The goal of this course is to provide an overview of central issues in emotional development over the human life span - from birth to old age. While psychoanalytic and psychosocial theories of development will be stressed, the normal development of anxiety, fear and anger will be presented, as will attachment formation and its impact.

FOR: Students not in a psychology programme.

PREREQUISITES: Introductory Psychology or equivalent.

FORMAT: Lectures, with discussion and audiovisual presentations.

EVALUATION: T.B.A.

TEXT: T.B.A.

NOTE: Students who have credit for PSYC C220, Sec. A or B (1980-81); Sec. B (1981-82); or Sec. A (1982-83) may **not** take this course for credit.
Students registered in Psychology programme may **not** take this course for credit.

PSYCHOLOGY 284/4 (3 credits)
SOCIALIZATION

SECTION: A

COURSE CONTENT: The goal of the course is to explore the process of socialization and its impact in different areas of social behaviour. We will consider the influence of the family, the school and peer relationships, as well as discuss the development of morality, sex roles and aggression.

FOR: Students not in a psychology programme.

PREREQUISITE: Introductory Psychology or equivalent.

FORMAT: Small group discussions and lectures.

EVALUATION: T.B.A.

TEXT: T.B.A.

NOTE: Students who have received credit for Psychology 221 Section B or C (80-81); Section A (81-82) or Sec A (82-83) may **not** take this course for credit.
Students registered in a Psychology program may **not** take this course for credit.

COURSE CONTENT: This course approaches the study of leisure behavior from a psychological perspective, although research and writings from disciplines other than psychology will often be relevant; since the study of leisure is interdisciplinary in nature. Psychologically oriented concepts such as perceived freedom, perceived control, perceived competence, optimal arousal and incongruity, intrinsic motivation, etc. will be introduced at various times as possible explanatory constructs for certain findings.

FOR: Students not in a psychology programme

PREREQUISITE: Introductory Psychology or equivalent

EVALUATION: T.B.A.

TEXT: T.B.A.

NOTE: Students registered in a psychology programme may **not** take this course for credit.

SELECTED TOPICS IN PSYCHOLOGY

The courses with '200' level numbers (298) entitled "Selected Topics in..." are designed for students registered in departments other than Psychology. These courses which have only Introductory Psychology as a prerequisite cover a wide variety of areas of contemporary interest and importance.

PSYCHOLOGY 298M/4 (3 Credits)
SELECTED TOPICS IN PSYCHOLOGY
Topic: Women and Aging

SECTION: A
INSTRUCTOR: Dr. D. Gold

COURSE CONTENT: The topics in the course will include the continuity and changes that occur in women as they age, emphasizing personality and self, family relations, health and health expectancy, changes in gender roles and attitudes, the experience of aging for women who have had different social and psychological lifestyles. The course will include material from research studies, clinical case histories, and phenomenological histories written by different women.

FOR: This course is designed for students who are interested in gender, the developmental processes of late adulthood as revealed in women and the experience of aging for women. The course would also be of interest to students who are planning to work with older adults.

PREREQUISITE: Introductory Psychology or equivalent.

OUTLINE: Course outlines will be available in the fall term.

EVALUATION: Course evaluation will be based on a term paper and a final exam. The text has not yet been selected for this course.

TEXT: T.B.A.

NOTE: Students registered in a psychology programme may **not** take this course for credit.

GENERAL INFORMATION: PSYC 310 (RESEARCH METHODS I), PSYC 315 (STATISTICS I), PSYC 311 (RESEARCH METHODS II), AND PSYC 316 (STATISTICS II).

Research Methods I (PSYC 310) and Statistics I (PSYC 315) are core courses for all psychology programmes and constitute prerequisites for the advanced psychology courses.

Research Methods II (PSYC 311) and Statistics II (PSYC 316) are required for the Specialization and Honours programmes. They are not formal requirements for the Major programme.

Outlines for these courses are presented on the following pages. Although details regarding the format and precise content may vary from section to section, all instructors for a given course share the common goals that are described in the outlines below. Also, Departmental guidelines require consistency in format, general content, and standards of evaluation for the various sections of PSYC 310, PSYC 311, PSYC 315, and PSYC 316.

Research Methods I (310)

In this course, students are introduced to methodological principles that underlie research in psychology. Along with attending lectures, students are expected to carry out computer-based experiments in the Department's Teaching Laboratories on their own time, and to write synopses of the completed experiments using the writing style and format recommended by the American Psychological Association. At least 50% of the final grade will be derived from performance on examinations and/or periodic term tests

Research Methods II (311)

As a continuation of Research Methods I, students in this course are exposed to complex research designs and required to complete preplanned experiments and an independent research project for which "thesis-style" research reports will be written using the writing style and format recommended by the American Psychological Association. For the independent research project, students are expected to generate an experimental hypothesis, perform the experiment, analyze data, and write a research report on the completed experiment. Students are expected to attend regularly scheduled lecture **and** laboratory sessions; the laboratory sessions will be held in the Department's Teaching Laboratories.

In both courses, there is a large amount of writing of synopsis and reports. Therefore it is important that students have good writing skills. It is advised that students sharpen their basic skills by attending workshops on writing prior to entering these courses.

Statistics I (315)

The aim of this course is to provide the student with an introduction to the statistical methods commonly used in psychology. Topics covered are: descriptive statistics including frequency distributions; measures of central tendency and dispersion; probability and an introduction to statistical inference.

All sections of PSYC 315 will follow the same sequence of topics.
Detailed course outlines will be available in September 1994.

Statistics II (316)

In this course, students study more advanced topics in statistics and experimental design including nonparametric techniques and analysis of variance.

All sections of PSYC 316 will follow the same sequence of topics.
Detailed course outlines will be available in September 1994.

COURSE CONTENT: This course provides you with a central core of knowledge that is necessary for the understanding and completion of Psychological research. Lectures will present and discuss basic concepts and issues in research, including such topics as the scientific method, the nature and necessity of control in research, experimental and non-experimental research designs, and ethics. Laboratory assignments will provide you with an opportunity to apply and broaden your understanding of concepts presented in lectures by giving you "hands on" exposure to research through the completion of computer-based experiments. To have students begin to learn how to communicate research findings, written synopses of the experiments completed will be required.

FOR: Required course for all psychology programmes.

PREREQUISITE: Introductory Psychology or equivalent, Psyc 315 to be taken concurrently

FORMAT: Students are expected to attend weekly lectures and will be required to complete laboratory assignments on their own time in the Department's Teaching Laboratories.

EVALUATION: By the course instructor based on: 25% Mid-term examination; 45% Final examination; 30% best three (3) of four (4) synopses for the laboratory assignments. The examinations will probably be comprised of some combination of multiple-choice questions, definitions and/or critiques of research designs. The required synopses will be 200-250 word summaries of completed experiments written using the style and format recommended by the American Psychology Association.

COURSE OUTLINE: Tentative course outlines will be on file with the Undergraduate Programme Secretary.

COMMENTS: Students need good writing skills in order to easily learn how to work in scientific style. It is advised that students sharpen their writing skills before entering this course by attending workshops offered in the University.

COURSE CONTENT: The general goal of this course is to further develop the research skills students have acquired in PSYC 310, Research Methods I. The specific goals of this course include, extending students' knowledge of the designs used in psychological research, having students learn how to communicate research findings through a research report written using established conventions and having students learn to apply the knowledge they have gained about research methodology and statistics towards the completion of a piece of research. These goals will be accomplished through lectures and laboratory assignments. Lectures will include a review of methodological principles, the presentation of complex research designs and the discussion of ethical issues in both human and animal research. The lectures will also involve the oral presentation by students of the independent research projects being completed. Laboratory assignments will require students to complete preplanned experiments and an independent research project for which formal, "thesis-style" research reports will be written in the style and format recommended by the American Psychological Association. The preplanned experiments will include computer-based experiments

FOR: All students in the Specialization and Honours Programmes.

PREREQUISITE: PSYC 310 and 315 and concurrent registration in or previous completion of PSYC 316.

FORMAT: The course is comprised of two parts, lectures given by the course instructor and laboratories sessions given by teaching assistants. Students will be required to attend weekly lectures and one weekly laboratory session of two hours in length. For the lecture sessions, there will be formal lectures in the first half of the term and student presentations in the second half of the term.

EVALUATION: By the course instructor and appropriate graduate teaching assistant based approximately upon: 30% Final Examination; 30% Research Reports for two preplanned experiments; 35% Research Report for the independent research project and 5% in-class oral presentation. The final examination and in-class oral presentations will be graded by the course instructor whereas the research reports will be graded by the teaching assistants with the supervision of the course instructor

COURSE OUTLINE: Tentative course outlines will be on file with the Departmental Secretary.

COMMENTS: Students are strongly advised to think about the sort of research or experiment they might complete prior to the start of the course. PLEASE NOTE: Research involving the use of special populations, drugs and/or animals will not be permitted in this course unless directly supervised by an established researcher. The work load will be heavy and highly variable. For example, large blocks of time may be required when the research is being executed.

There is a large amount of writing of reports. Students need good writing skills in order to easily learn how to work in scientific style. It is advised that students sharpen their writing skills before entering this course by attending workshops offered in the University.

COURSE CONTENT: Descriptive statistics and an introduction to inferential statistics are the main topics of this course. The first topic refers to the use of statistics to describe characteristics of either large data sets or the performance of individual subjects. The content of this part of the course includes variable level of measurement, data plotting, measures of central tendency and variability, standard scores, and bivariate correlation-regression. The second main topic of the class (inferential statistics) refers to the use of statistics to make decisions about the outcomes of research studies. Topics in this area include estimation and sampling, an introduction to probability theory, the logic of hypothesis testing, and various forms of the t-test for evaluating hypotheses about sample means.

FOR: This course is required for students in all psychology programmes (Major, Specialization, and Honours).

PREREQUISITES: Three approved credits in mathematics at C.E.G.E.P. or university.

FORMAT: all sections of this course have weekly laboratory meetings. The laboratory sections are conducted by teaching assistants and provide students with opportunities to a) conduct statistical analyses using computers; b) solve homework assignments that represent applied problems from topic discussed in the lecture sections; and c) ask additional questions about course topics.

EVALUATION: The types of tasks on which students are evaluated are determined by the individual instructors, but usually include one or more in-class examinations during the semester, a final examination, and weekly homework assignments. Examinations may include multiple-choice, essay, and computational problems. The weighting of each type of task in determining students' final grades is by the individual instructor.

GRADES: The same number-to-letter conversion system is used in all sections of this class: 90-100%=A; 88-89%=A-; 87-86%=B+; 80-85%=B; 78-79%=B-; 76-77%=C+; 65-75%=C; 63-64%=C-; 61-62%=D+; 55-60%=D; 50-54%=D-; <50%=F. Grades of A+ may be assigned if a) a student's overall average is in the A-range (i.e., > 90%); and b) the quality of the student's work is judged by the instructor to be outstanding.

COURSE OUTLINE: On file in the Psychology Department. Final version distributed by instructors during the first class meeting.

WORKLOAD: Heavy. This is a very demanding course that requires a consistent studying style in order to grasp all the material. In addition to weekly reading assignments for the lecture sections, students also complete homework assignments for the laboratory sections.

TEXT: (tentative): Minium, E. W., King, B.M., Bear, G. (1993). Statistical reasoning in psychology and education (3rd ed.). New York: John Wiley.

COURSE CONTENT: This class is the second part of the Department of Psychology's courses in statistics at the undergraduate level. Advanced types of statistical analyses are discussed, with emphasis on the analysis of variance (ANOVA) for simple randomized, repeated measures, factorial, and mixed designs. Other topics may include nonparametric statistics, indexes of effect size, tests for qualitative data, and advanced topics in correlation-regression.

FOR: this course is required for students in psychology specialization and honors programs. Please note that this course is not required for psychology majors.

PREREQUISITES: PSYC 310 (Methods I) and PSYC 315 (Statistics I). Also, please do note that students who did not earn at least a "C" in PSYC 315 often do not perform well in PSYC 316. Such students should seriously consider whether to take this course.

FORMAT, EVALUATION, GRADES, AND WORKLOAD: Same as for Psychology 315 (Statistics I). See these sections above.

COURSE OUTLINE: On file in the Department of Psychology. Final versions distributed by instructors during the first class meeting.

TEXT (tentative): Main text: Keppel, G., Saufley, W.H., & Tokunaga, H. (1992). Introduction to design and analysis (2nd ed.). New York: W.H. Freeman.
Supplemental text: Minium, E.W., King, B.M., & Bear, G. (1993). Statistical reasoning in psychology and education (3rd ed.). New York: John Wiley

GENERAL INFORMATION:

PSYC 320 MODERN PSYCHOLOGY IN HISTORICAL PERSPECTIVE

This course is required for all psychology students and may be available to students in other departments and faculties depending on space. The course is offered through a number of sections and by several faculty members. The general subject matter and objectives, however, remain constant across the different sections, while the method of evaluation and texts may vary among professors.

In this course, psychology is considered in the trifocal perspective of the historical development of western thought, of scientific thought and of biological thought. The influence of various postulates, concepts and theories on the eventual emergence of psychological thought are examined. The course surveys prescientific contributions from mythology, theology and philosophy; then contributions from natural and biological sciences; and finally, the foundations of contemporary psychology (structuralism, functionalism, behaviorism, Gestalt psychology, and psychoanalysis).

PSYCHOLOGY 320/3 (6 Credits)

MODERN PSYCHOLOGY IN HISTORICAL PERSPECTIVE

SECTION: TBA

INSTRUCTOR: Dr. H. Ladd

COURSE CONTENT: Please see general information concerning PSYC 320 above.

FOR: Required course for all psychology programmes.

PREREQUISITE: Introductory Psychology or equivalent.

FORMAT: Assigned readings, class assignments, preparation and presentation of seminar, lectures, suggested readings.

EVALUATION: Class tests, assigned papers and final examinations.

COURSE OUTLINE: Available first class.

COMMENTS: Work load is three to six hours per week. Textbook T.B.A.

PSYCHOLOGY 320/3 (6 Credits)

MODERN PSYCHOLOGY IN HISTORICAL PERSPECTIVE

SECTION: B, C

INSTRUCTOR: Dr. G. Breton

COURSE CONTENT: Please see general information concerning PSYC 320 above.

FOR: Required course for all psychology programmes.

PREREQUISITE: Introductory Psychology or equivalent.

FORMAT: Assigned readings and lectures.

EVALUATION: 4 class tests - 25% each.

TEXT: To be announced at the beginning of the course.

COMMENTS: Work load is four hours per week, more or less.

PSYCHOLOGY 320/3 (6 Credits)
MODERN PSYCHOLOGY IN
HISTORICAL PERSPECTIVE

SECTION A
INSTRUCTOR: Dr. J.-R. Laurence

COURSE CONTENT: Please see general information concerning PSYC 320 above.

FOR: Required course for all psychology programmes.

PREREQUISITE: Introductory Psychology or equivalent.

FORMAT: Assigned readings and lectures.

EVALUATION: 4 in-class exams worth 25% each.

COURSE OUTLINE: Available the first day of class. A copy of last year's outline is on file with the secretaries in the Psychology Department on both campuses.

TEXT: T.B.A.

PSYCHOLOGY 330/3 (6 Credits)
DEVELOPMENTAL PSYCHOLOGY

SECTION A
INSTRUCTOR: Dr. N. Taylor

COURSE CONTENT: The course is presented and organized from the perspective of developmental psychology as a science. The approach is eclectic and there is an emphasis on research strategy and methodology throughout. Specific lecture topics have been chosen to be representative of landmark research, significant new research trends, contemporary issues, and predominant theory (and its limitations) in the periods of prenatal development, infancy and childhood. The general areas covered include genetic and environmental factors in development, prenatal development, capacities of the very young infant, cognitive development, and infant - parent attachment.

FOR: Any serious student with an interest in human development.

PREREQUISITES: Psychology 310 and 315, previously or concurrently.

FORMAT: Lectures, films, assigned readings.

EVALUATION:	35%	Christmas Exam , short (1-page) and long (3-page) essay
	25%	Assignment
	40%	Final Exam (same format as Christmas exam)

COURSE OUTLINE: Available first class.

TEXT: Hetherington and Parke (1993). Child Psychology: A Contemporary Viewpoint. 4th Edition

PSYCHOLOGY 333/3 (6 Credits)
SOCIAL PSYCHOLOGY

SECTION: **01, 51**
INSTRUCTOR: *Dr. M. Conway*

COURSE CONTENT: The first goal of the course is to provide you with a general introduction to social psychology. To achieve this, the principal theories and research areas of social psychology are covered during the first part of the course. During the second part of the course, we explore the self, one of the central concepts of social psychology. How people perceive themselves plays an important role in many aspects of social behaviour. We also discuss the differences between people and across situations in the relative importance of the self.

PREREQUISITE: PSYC 310 and 315, previously or concurrently.

FORMAT: Lectures and discussions.

EVALUATION: 4 exams each worth 20%, 1 term paper worth 20%.

COURSE OUTLINE: To be distributed during the first class. On file in the Department.

TEXT: Worchel, S., Cooper, J. and Goethals, G.R. (1991). Understanding Social Psychology, 5th edition, Brooks/Coles; and a set of readings on the self for the second part of the course.

PSYCHOLOGY 336/3 (6 Credits)
PERSONALITY

SECTION: **TBA**
INSTRUCTOR: *TBA*

COURSE CONTENT: This course attempts to acquaint students with major theories of personality. Particular attention is focused on theoretical models that generated research, engendered controversy, or developed techniques to modify human behavior. The course critically examines psychodynamic, behaviourist, factor-analytic and phenomenological approaches to study of acquisition and maintenance of integrated behavior systems, motivation, emotions, and abnormal behavior. The course will also review major techniques developed by and used in personality research.

PREREQUISITE: PSYC 310 and 315, previously or concurrently.

FORMAT: Lectures and discussions.

EVALUATION: TBA

COURSE OUTLINE: On file in the Department

TEXTS: TBA

PSYCHOLOGY 339/3 (6 Credits)
BEHAVIOUR DISORDERS

SECTION: 51
INSTRUCTOR: Dr. J. Baribeau

COURSE CONTENT: This course studies the major areas of adult clinical disorders of the DSM-III-R system. It emphasizes the clinical and experimental approaches to etiology, symptomatology, diagnosis and therapy. Another goal is to review research evidence covering the neurophysiological, learning and social factors into a comprehensive view of behaviour disorders such as schizophrenia and main psychoses, organic, neuropsychological, stress-related and psychosomatic disorders, neurosis, depression, anxiety, etc.

PREREQUISITES: PSYC 310 and 315, previously or concurrently.

FORMAT: Lectures, class discussions, films, case studies, slides.

EVALUATION: Based on essays, objective exams and in-class presentations. Dates of 3 non-objective exams: November, February and April. The essay paper: critical and empirical analysis of an issue or controversy in psychopathology. The topic must be chosen among the issues covered in the February or April exams. The outline of the paper must be submitted for approval.

Exams will be on material from text books, lectures and handouts.

TEXTS: Rosenthal, D.L. & Seligman, M. Abnormal Psychology, Norton, 2nd Ed.
DSM-III-R Training Guide. (Reid, W. & Wise, M.), 3rd Ed., Brunner/Mazel.

PSYCHOLOGY 343/2/4 (3 Credits)
MOTIVATION I

SECTION: A, AA
INSTRUCTOR: Dr. A. Hilton

COURSE CONTENT: An introduction to the biological (Darwinian) evolution of motivational systems, i.e., why such systems exist in the first place. A conceptual framework in which to better understand such general ideas as regulatory systems & homeostasis, non-regulatory goal directed systems; defense mechanisms; natural incentives; emotion; conflict, etc. Particular attention will be given to the evolution of mammalian, esp. human, reproductive strategies, sexual motivation, and aggression.

FOR: Psychology students

PREREQUISITES: Psych 310 and 315, previously or concurrently

EVALUATION: By professor alone. Likely: six quizzes; overall judgment of student's achievements could affect overall final grade by a modest amount.

COURSE OUTLINE: On file in the department.

TEXT: (Tentative)

Symons, D. Evolution of human sexuality (paperback; previously used in this course, but may be replaced in 1994-95, so check first.

Daly, M. & Wilson, M. Homicide (paperback; previously used in this course)

Possibly: readings (individual journal articles) placed on reserve in the Webster Library.

COMMENTS: Work load is at least one solid afternoon per week, constant, in the winter section; double that for a six week summer version (if offered).

Some material could be upsetting or even offensive to some students; for this reason, students may be asked to read and sign a statement of "Informed Consent" to remain in the course.

PSYCHOLOGY 344 (3 Credits)
MOTIVATION II

SECTION: AA
COACH: Dr. A. Hilton

COURSE CONTENT: A new course, if available. It will follow upon the rather special version of Motivation I (343), by the same coach, in the sense of emphasizing biological evolution in determining our motives, especially social motives. Which motives? To be announced later.

FOR: Psychology students who have taken Motivation I by same coach or an equivalent course that covers the biological evolution of motivational systems. If you didn't take such a course and/or are not too swift when it comes to thinking in terms of natural selection, there will be some initial auxiliary reading for you to do.

PREREQUISITES: Psych 310 and 315; Psyc 343 by same coach if possible.

FORMAT: If possible, a seminar type format in which everyone reads a weekly reading assignment while one or two students read an extra article and report on it in the context of a general discussion of an issue. Probably one or two very small field work projects involving data collection for a common class pool of data which can then be analyzed and interpreted.

EVALUATION: By professor alone. Probably several in-class presentations for each student. Probably a few quizzes (mostly short essays or short answer questions) and a Final Essay. Overall judgment of student's achievements, ability to keep up with the weekly readings, clarity of thought in class discussions (without penalizing shyness too much), and care taken in the modest class data collection effort, will affect overall final grade.

WORK LOAD: This is intended as a fairly demanding course in terms of straining one's brain on the issues covered. You'll no doubt need one solid day a week to read and think about what you've read.

COURSE OUTLINE: Not yet on file in the Department. DO NOT go by a Motivation II course taught by this coach in 1992-93. Drastic changes.

TEXT : * TBA

*Definite: individual journal articles on reserve in Webster Library.

COMMENTS: Some material could be upsetting or even offensive to some students; for this reason, students may be asked to read and sign a statement of "Informed Consent" to remain in the course.

NOTE: Students who have received credit for Psyc 342 may not take this course for credit

COURSE CONTENT: Behavior is modified by experience. The course will review the main features of the two major "paradigms" of traditional learning theory, namely, Pavlovian (Classical) conditioning and Instrumental learning. The course will review some of the ways in which researchers have attempted to understand the fundamental mechanisms that underlie changes in behaviour. An introduction to modern behavioural and biological explanations of the mechanisms underlying an organism's ability to respond adaptively and flexibly will be presented in an appropriate historical context. The course will also briefly review what is known about the neural substrate of the learning process.

FOR: Primarily for psychology programme students.

PREREQUISITE: PSYC 310 and 315, previously or concurrently.

FORMAT: Lectures and assigned readings.

EVALUATION: There will be a final exam during the officially scheduled examination period. During the term there will be a quiz. The final exam and term work will each count for 50% of the overall grade.
All grades will be assigned in terms of letter grades.

WORK LOAD: Students should find it relatively easy to obtain a passing grade if they attend the lectures and keep up with the reading. In order to obtain B or A level grades students will have to demonstrate that they have thoroughly understood and thought about the material. The exam answers will have to be clearly and coherently written and must indicate that the student has integrated material from various sections of the course.

COMMENTS: Workload is normal for a 300-level course. Students should expect to do an average of about 5 hours of reading per week.

NOTE: Students who have received credit for PSYC 345 may not take this course for credit.

COURSE CONTENT: This course will review and evaluate theories and empirical findings concerning basic mechanisms of learning. Topics will include the study of learning in historical perspective. Pavlovian conditioning, operant conditioning, reinforcement, stimulus control of behaviours, and aversive control of behaviour.

PREREQUISITES: PSYC 310 and 315, previously or concurrently.

FORMAT: Lectures, in-class discussions, and demonstrations.

EVALUATION: Three (3) Exams.

TEXT: One required text (to be announced).

NOTE: Students who have received credit for PSYC 345 may not take this course for credit.

PSYCHOLOGY 346/2 (3 Credits)
LEARNING I

SECTION: A
INSTRUCTOR: Dr. P. Seraganian

COURSE CONTENT: Basic conceptual models within the animal learning area are reviewed. Principal contributions and methodological paradigms within classical conditioning, operant conditioning, and gestalt psychology are presented.

PREREQUISITES: PSYC 310 and 315, previously or concurrently.

FORMAT: Lectures will be employed throughout the course.

EVALUATION: One class test and a final examination; both in short essay format, will determine course grade

TEXT: A text consistent with the course instructors approach to the topic will be selected.

COMMENTS: Students who have received credit for PSYC 345 may not take this course for credit.

PSYCHOLOGY 347/4 (3 Credits)
LEARNING II

SECTION: 51
INSTRUCTOR: Dr. P. Seraganian

COURSE CONTENT: The course will focus on contemporary problems within the learning area. Rather than attempt to touch base with a diffuse array of topics, a limited set of issues are presented in substantial detail. Topics that may be dealt with include the following: biological boundaries of learning, concept formation, spatial learning, memory, opponent process theory. The topics chosen may vary greatly from year to year.

PREREQUISITES: PSYC 346.

FORMAT: The course will consist of lectures.

EVALUATION: Same as above for 346/2

TEXT: A text has not been selected. Students may be required to purchase a package of photocopied readings to supplement the text.

NOTE: Students who have received credit for PSYC 345 may not take this course for credit.

PSYCHOLOGY 349/2 (3 Credits)
SENSATION & PERCEPTION I

SECTION: 01
INSTRUCTOR: Dr. R. Gurnsey

COURSE CONTENT: This course will concentrate on psychological and physiological aspects of perception. In particular, an effort will be made to link what is known about perception, based on laboratory- and everyday-experience, to our current understanding of the physiological substrate of sensory processing. Emphasis will be placed on the visual and auditory systems. Topics will include colour, size, distance and object perception as well as auditory localization, pitch, speech and music perception.

FOR: Psychology programme students.

PREREQUISITE: PSYC 310 and 315, previously or concurrently.

FORMAT: Lectures and demonstrations.

EVALUATION: Two in-class examinations each worth 33% of the final grade and a final exam worth 33% of the final grade.

COURSE OUTLINE: On file in the Department. Final version available first day of class.

TEXT: To be announced.

NOTE: Students who have received credit for PSYC 348 may not take this course for credit.

PSYCHOLOGY 349/2 (3 Credits)
SENSATION & PERCEPTION I

SECTION: 02
INSTRUCTOR: Dr. M. vonGrünau

COURSE CONTENT: Physiological and psychological bases of sensation and perception. Topics such as pitch perception, colour vision, perception of movement, size, and distance are included. The areas of sensation and perception are integrated through a human information-processing approach to the understanding of audition, vision, and other modalities.

FOR: Psychology programme students.

PREREQUISITE: PSYC 310 and 315, previously or concurrently.

FORMAT: Lectures and demonstrations.

EVALUATION: Two in-class exams: 30% each; Cumulative final: 40%

COURSE OUTLINE: On file in the Department. Final version available first day of class.

TEXT: Schiffman, H.R. (1990). Sensation and Perception. An Integrated Approach. (3rd Ed.) Wiley, New York.

NOTE: Students who have received credit for PSYC 348 may not take this course for credit.

PSYCHOLOGY 350/4 (3 Credits)
SENSATION & PERCEPTION II

SECTION 01
INSTRUCTOR: Dr. R. Gumsey

COURSE CONTENT: This course is a continuation of PSYC 349. Students will deepen their knowledge of sensory systems through more advanced readings and laboratory assignments. This hands-on experience will provide a much more vivid understanding of the processes underlying perception and the techniques used to study them. Topics will include contrast sensitivity functions, motion perception, perceptual modularity and visual attention.

FOR: Psychology programme students.

PREREQUISITE: PSYC 349.

FORMAT: Lectures, labs and class demonstrations.

EVALUATION: There will be three experimental labs each worth 33.3% percent of the final grade. The lab reports will involve writing up the results of experiments performed during the lab meetings. These reports will be evaluated on the basis of content (e.g., the appropriateness of the conclusions and internal consistency of the report) and form (e.g., clarity of presentation and organization).

COURSE OUTLINE: On file in the department. The final version will be available on the first day of class.

TEXT: To be announced.

NOTE: Students who have received credit for PSYC 348 may **not** take this course for credit.

PSYCHOLOGY 352/2 (3 Credits)
COGNITIVE PROCESSES I

SECTION: 02
INSTRUCTOR: Dr. Diane Poulin-Dubois

COURSE CONTENT: A course that introduces students to the theoretical and research issues pertaining to the processes underlying a person's ability to acquire, think about, remember and communicate knowledge. Lectures will focus on central topics in cognition: memory, attention, imagery and pattern recognition.

FOR: Anyone (with prerequisites) who has a general interest in the area.

PREREQUISITE: Psychology 310 and 315, previously or concurrently.

EVALUATION: Evaluation is done by the instructor with the final grade being based on some combination of in-class examinations and/or short papers equally weighted and equally distributed throughout the term.

COURSE OUTLINE: Tentative course outlines will be on file with Departmental secretaries.

TEXT: T.B.A.

NOTE: Students who have received credit for Psych 351 may **not** take this course for credit.

COURSE CONTENT: This course is a continuation of PSYC 352 and will focus on issues pertaining to **cognitive development**. Although the main theories on the nature and development of cognition will be reviewed (e.g., Neo-Piagetian, information-processing), the emphasis will be on recent empirical research on perception and cognition in infancy, development of concepts, numerical abilities, theory of mind, social cognition, memory, and language development in infancy and early childhood.

FOR: Psychology students who have a general interest in cognition and/or development.

PREREQUISITE: PSYC 352.

FORMAT: Lectures, films, and assigned readings.

EVALUATION: There will be two mid-term exams each worth 30% of the final grade. There will also be a non-cumulative final exam, worth 40% of the final grade. An optional term paper can replace the lowest exam grade.

COURSE OUTLINE: On file in the Department. The final version will be available on the first day of class.

TEXT: Flavell, J.H., Miller, P.H., & Miller, S.A. (1993). Cognitive Development. Third Edition. Englewood Cliffs, N.J.: Prentice-Hall.

NOTE: Students who have received credit for PSYC 351 may **not** take this course for credit.

PSYCHOLOGY 358/2 (3 Credits)
FUNDAMENTALS OF BEHAVIOURAL

SECTION: **A, B**
INSTRUCTOR: *Dr. P. Shizgal*

NEUROBIOLOGY

COURSE CONTENT: The aim of this course is to provide an introduction to the nervous system, with an emphasis on mechanisms, structures, and concepts that will prepare students for upper level courses in behavioural neuroscience. The highly interdisciplinary material is drawn primarily from the fields of neurophysiology, neuropharmacology, neuroanatomy, and neuroendocrinology.

FOR: Psychology programme students and students in Biology.

PREREQUISITES: Biology 200 or Biology 201, or equivalent.

FORMAT: Lectures and assigned readings.

EVALUATION: There will be two in-class examinations and a final.

TEXTS: Required:

- 1) Matthews, G.G. Cellular Physiology of Nerve and Muscle. Second Edition, Blackwell Scientific
- 2) Thompson, R. F. The Brain. Second Edition, Freeman.
- 3) Assigned readings on library reserve

WORKLOAD: Relatively heavy

NOTE: Students who have received credit for PSYC 357, 360, or 363 may **not** take this course for credit.

COURSE CONTENT: This course studies the major issues of human functional adult neuropsychology in the areas of perception, cognition, affect and motor control, their deficits and their rehabilitation. It covers neuroanatomical and neurophysiological basis of most frequent neuropsychological deficits and dysfunctions, influential neuropsychological models of cognition and affect, major neuropsychological methodologies, rehabilitation methods and psychometric techniques. Recent neuropsychological research will be discussed. Case studies will be presented to illustrate methods and neuropsychological conditions.

PREREQUISITES: Psyc 358

FORMAT: Lectures, class discussions, case studies, readings.

EVALUATION: Based on standard letter grading system. Class quizzes, papers and case studies.

TEXTS: Recommended: Brian Kolb & Ian Q. Wishaw, Fundamentals of Human Neuropsychology, W. H. Freeman, San Francisco, last edition.

NOTE: Students who have received credit for 363 may **not** take this course for credit.
Students who have received credit for 357, 360 **may** take this course for credit

COURSE CONTENT: This course will explore various topics in the study of drug addiction. Although some attention will be given to demographic data and clinical diagnosis, the emphasis of the course will be on psychological and biological theories of drug addiction. An attempt will be made to define underlying factors that are common in cases of addiction to different classes of drugs. Psychomotor stimulant (e.g. amphetamine, cocaine) and opiate (e.g. heroin, morphine) drugs will figure prominently in an examination of the pharmacological properties of addictive drugs. Much of the course will relate the important mood-elevating effects of these drugs to their biological actions. Other factors that may contribute to drug addiction will also be examined.

FOR: Primarily for psychology programme students.

PREREQUISITE: PSYC 310 and 315, previously or concurrently (or 6 credits from among PSYC 358, 359, 362, 365, 367 or permission of the Department). Some background in Biology would be helpful.

FORMAT: Lectures by instructor.

EVALUATION: 1 mid-term exam (40%) and a final exam (60%).

COURSE OUTLINE: On file in the Department.

COMMENTS: A textbook will be used in this course. The students will also receive a recommended reading list of relevant papers.

NOTE: Credits received for Psyc 357, 360, or 363 satisfy the prerequisite requirement

PSYCHOLOGY 361/4 (3 Credits)
PSYCHOLOGY OF DRUG DEPENDENCE

SECTION: **B**
INSTRUCTOR: Dr. R. Wise

COURSE CONTENT: This course will explore various topics in the study of drug addiction. The emphasis of the course will be on psychological and biological theories of drug addiction. An attempt will be made to define underlying factors that are common in cases of addiction to different classes of drugs. Psychomotor stimulant (e.g. amphetamine, cocaine) and opiate (e.g. heroin, morphine) drugs will figure prominently in an examination of the pharmacological properties of addictive drugs. Much of the course will relate the important mood-elevating effects of these drugs to their biological actions. Other factors that may contribute to drug addiction will also be examined.

FOR: Primarily for psychology programme students.

PREREQUISITE: PSYC 310 and 315, previously or concurrently (or 6 credits from among PSYC 358, 359, 362, 365, 367 or permission of the Department). Some background in Biology would be helpful.

FORMAT: Lectures and textbook assignments.

EVALUATION: Two term exams and a Final exam (equal weight). Final scheduled by Registrar's Office. A detailed description of the evaluation and grading procedure will be given during the first class.

COURSE OUTLINE: On file in the Department.

TEXT: McKim, Drugs and Behavior, 2nd edition, Prentice Hall

NOTE: Credits received for Psyc 357, 360, or 363 satisfy the prerequisite requirement

PSYCHOLOGY 364/3 (6 Credits)
**INTRODUCTION TO BEHAVIOURAL
MEDICINE**

SECTION **AA**
INSTRUCTOR: Dr. P. Seraganian

COURSE CONTENT: This course will focus on psychological factors in: the prevention of illness and the maintenance of good health; the etiology of already existing illness; the recovery from or adjustment to ongoing illness.

Examples of topic areas: epidemiological versus psychological methods of inquiry, cardiovascular disorders, gastrointestinal dysfunctions, cancer, psychological preparation for surgery, the role of smoking, exercise and diet in health. Emphasis will be placed on how the tools for psychology - its theories, its diagnostic and therapeutic methods - can be integrated into biomedical approaches to all aspects of health and illness.

FOR: The material is of particular importance for students with career goals in clinical psychology or other health-related disciplines.

PREREQUISITES: Psychology 310 and 315; or 6 credits from among 358, 359, 362, 365, 367.

FORMAT: Lectures, and films.

EVALUATION: Five class tests spaced evenly throughout the year, the best four of which can determine completely the final grade. An optional final can also fully determine course grade.

NOTE: Credits received for Psyc 357, 360, or 363 satisfy the prerequisite requirement.

COURSE CONTENT: This is a first course in animal behaviour and it is designed to acquaint the student with some important questions and research in this field. Topics selected for discussion will be dealt with from the points of view of sociobiology, ethology and comparative psychology, through the study of animals in their natural environment as well as through experimental methods. The texts chosen deal with animal behaviour from an evolutionary point of view, while materials discussed in class will often emphasize psychological-experimental approaches.

The course is organized along two major points of emphases: (a) theoretical and academic, and (b) practical. However, because of limitations with regard to student's time, the absence of facilities, such as a proper zoo, as well as the climatic limitations imposed by Canadian winters, a large part of class time will be concerned primarily with the academic study of animal behaviour, and no provision has been made for regular labs and field trips. The academic emphasis of the course will, however, be counterbalanced by involving the student in several projects, such as observations, experiments, compilation of life histories and the like.

FOR: Considering the biological emphasis in general psychology and the extensive use of animals in psychological research, this course should be of value to most psychology students. The course is also of value to Biology students interested in animal behaviour.

PREREQUISITES: PSYC 310 and 315, previously or concurrently, or permission of the Department. While it is desirable for students to have had at least one psychology course, it is not absolute essential. I usually find that consultation of an introductory book is sufficient to familiarize students with the basic ideas and terminology. Also, it is recommended that you purchase a small paperback psychological dictionary.

FORMAT: Lectures, discussions and/or seminars.

EVALUATION: 30% class tests, 20% final exam, 50% term work.

COURSE OUTLINE: On file in the Department. Final version available first day of class.

TEXT: Grier, G.W. Biology of Animal Behaviour. (Text). Lorenz, K. King Solomon's Ring.

COMMENTS: Work load is three to four hours per week for the average student.

PSYCHOLOGY 367/4 (6 Credits)
PSYCHOBIOLOGY OF MOTIVATED
BEHAVIOURS

SECTION: A
INSTRUCTOR: Dr. J. Pfaus

COURSE CONTENT: This course examines the neural mechanisms that mediate motivated behaviours. Topics include pleasure and pain, reward, sexual and reproductive behaviours, aggression, ingestive behaviours, temperature regulation, sleep, arousal, and biological rhythms.

FOR: Psychology programme students and students in Biology.

PREREQUISITES: Psychology 358.

FORMAT: Lectures and assigned readings.

EVALUATION: There will be one in-class examination and a final.

COURSE OUTLINE: On file in the Department. Final version available first day of class.

- TEXT:**
- 1) Shepherd, G.M. (1988). *Neurobiology*, Second Edition. Oxford University Press.
 - 2) Toates, F. (1986). *Motivational systems*. Cambridge University Press.
 - 3) Assigned readings on library reserve

WORKLOAD: Relatively heavy.

NOTE: Students who have received credit for PSYC 357, 360 may **not** take this course for credit. Students who have received credit for PSYC 363 **may** take this course for credit

COURSE CONTENT: This is a course to introduce students to behavioural neuroendocrinology. The emphasis is on the conceptual understanding of how the neural and endocrine systems interact to affect behaviour. The reciprocal relation between the neuroendocrine system and behaviour is examined: how the system regulates various behaviours and how, in turn, the behaviour of organisms or their environment can regulate the neuroendocrine system. The material to be covered includes some gross and neuroanatomy, basic concepts and methods in endocrinology, and behavioural analysis. The focus of discussion may vary from year to year, for example brain development or reproduction.

FOR: Students who plan to go to graduate or medical school or anyone interested in understanding the powerful effect of hormones on every aspect of life.

PREREQUISITE: PSYC 310, 315 and 358. Basic knowledge of anatomy, physiology and endocrinology is needed.

FORMAT: A combination of lectures and seminars given by professor and students.

EVALUATION: Exams, quizzes, term/research paper and oral presentations graded for content and format. Short answers, problem solving questions, essays and diagrams are used for the evaluations. In the grading scheme, "A" will be given for 90 and up. Subject to change.

TEXT: T.B.A.

COURSE OUTLINE: Sample outlines are on file in the Psychology office; final outline will be given at the beginning of the term.

COMMENTS: To get an idea of the general content of the course, read the volume by Donovan, B.T. (1988). Humors, hormones, and the mind: an approach to the understanding of behavior. N.Y.: Stockton Press, particularly Parts I and III. (Webster Lib., QP356.45 D66 1988). First year students generally find the course material and the readings very difficult if they lack the appropriate background.

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PSYCHOLOGY 375/3 (6 Credits)
INDUSTRIAL AND ORGANIZATIONAL
PSYCHOLOGY

SECTION: **AA**
INSTRUCTOR: *Dr. R. Hooper*

COURSE CONTENT: The first part of this course will focus on the traditional functions of the industrial psychologist in the personnel field, and will include selection, placement, training, performance evaluation, and counselling within organizations. The second and major part of the course will be concerned with topics such as leadership, motivation, quality of working life, organizational climate, job satisfaction, the organization of the organization, etc. The emphasis will be on the types of problems studied by industrial psychologists, although the research of behavioural scientists in other related fields (sociology, social psychology, organizational behaviour, management) will be discussed when relevant. Topics will deal with the application of research to practical problems as well as with the theory and research underlying the major concepts in this field. Although most of the research on people in organizations has been done within the context of business and industry, the results can, in many instances, be applied with slight modifications to other organizations such as government, school systems, churches, hospitals, etc.

FOR: Of interest to anyone who is or will be employed in any type of organization (that is, almost all students). Of particular interest to students who are considering a career in industrial and/or organizational psychology, as well as those who may be considering the human resources management area within a business education. Also, students who are presently employed in personnel and human resources areas in business and industry should find this course useful.

PREREQUISITES: PSYC 310 and 315.

FORMAT: Not exclusively lecture style. Class discussion will be encouraged. Videotapes will supplement the lectures occasionally. Class presentations are optional, but will be favorably received by the instructor.

EVALUATION: Four tests, each worth 20%, based on the text, lectures, and supplemental readings. Two short papers (less than 10 pages), one in each term. One paper will analyze a case study, the other will be a specifically focused research paper. A long paper (20+ pages) may be done for a bonus (15%). This will require meeting with the instructor. **NO SUPPLEMENTAL**

COURSE OUTLINE: On file in the Department. Final version available first class.

TEXT: Muchinsky, Paul. Psychology Applied to Work, 4th edition.

PSYCHOLOGY 377/2 (3 Credits)
ABNORMAL DEVELOPMENT

SECTION: 01
INSTRUCTOR: Dr. A-B. Doyle

COURSE CONTENT: This survey course will focus primarily on understanding pathways to abnormal adjustment in childhood, using principles of developmental and clinical psychology. The course will cover the roots of social competence/deviance in the early experience and temperament of the child; the assessment of social and cognitive deficits; and the efficacy of interventions. Applications to special populations will be examined, including hyperactive, conduct disorders, overanxious, learning disabled, mentally retarded, and autistic children.

FOR: Psychology or other social science students with a good background in the content and methods of psychology with general interest in facilitating adjustment of children and/or who may be interested in working with special populations. A previous or concurrent course in developmental psychology is very helpful.

PREREQUISITE: PSYC 310 and 315; 6 credits from among PSYC 330, 336, or 339 previously or concurrently.

FORMAT: Lectures, discussions, videos.

EVALUATION: Two essay tests and weekly brief objective quizzes. As well, students may opt for a term paper or project. Students decide the percentage value assigned to each evaluation.

TEXT: R. Wicks-Nelson and A. Israel (1991). Behavior Disorders of Childhood. 2nd edition. Englewood Cliffs, N.J.: Prentice-Hall.

COURSE OUTLINE: Available from secretary (PY170)

PSYCHOLOGY 379/2/4 (3 Credits)
ADOLESCENT DEVELOPMENT

SECTION: A, B

COURSE CONTENT: In general, this course deals with various aspects of development in adolescence. Such topics as hormonal and physical changes, cognitive development (Piagetian, information-processing and psychometric views), the peer group, friendships, parent-adolescent interactions, sex roles and identity formation, and friendships, parent-adolescent interactions, sex roles and identity formation, sexuality, delinquency, drug abuse, suicide, and psychological disorders in adolescents may be discussed. Whenever possible, developmental issues in adolescence will be considered from a cross-cultural as well as a historical perspective. The specific course content will be provided in the course outline.

FOR: All psychology students who have the prerequisites.

PREREQUISITES: PSYC 310 and 315; 6 credits from among PSYC 330, 336, 343, 344, 352, 353, previously or concurrently.

FORMAT: Lectures, discussions.

EVALUATION: T.B.A.

COURSE OUTLINE: Available first class.

TEXT: T.B.A.

NOTE: Credits received for Psyc 342 or 351 satisfy the 6-credit prerequisite requirement.

COURSE CONTENT: This course will cover recent developments in the psychology of aging with emphasis on research aspects. The topics examined will include methodological considerations, the implications of physiological changes due to age on people's behaviour, and the influence of aging on personality, cognitive processes, coping styles, sex roles, and adjustment. The inter-relationships among these variables will also be considered in an attempt to derive an accurate picture of psychological development in the later years. The impact of social variables in providing a context for aging will also be stressed. The class will be asked to consider the following question: To what extent are psychological changes associated with age caused by biological processes, by social processes?

FOR: Students who would like to gain an overview of social gerontology.

PREREQUISITE: PSYC 310 and 315, 6 credits from among PSYC 330, 333, 336, 343, 344, 352, 353 previously or concurrently.

FORMAT: Lectures.

EVALUATION: The evaluation will be based on two term tests.

TEXT: T.B.A.

NOTE: Students who have credit for PSYC C223, Sec. AA (1982-83) may **not** take this course for credit. Credits received for Psyc 342 or 351 satisfy the 6-credit prerequisite requirement.

COURSE CONTENT: This course examines the logic and theory behind the construction of standardized psychological tests. Students will gain an understanding of the history of psychological testing, nature and uses of tests, criteria for assessing worthiness of a test (norms, validity, reliability, usefulness). The course aims to provide a theoretical and empirical base against which you will be able to both formulate and answer questions about test development.

FOR: All psychology students, but honours and specialization students are strongly urged to take this class if they are considering applying to graduate school in psychology.

PREREQUISITE: Psychology 310 and 315. Because knowledge of standard scores and correlation will be assumed, it is important that students complete Statistics I (315) before they take this course.

FORMAT: Lectures, reading and discussions.

EVALUATION: Two exams, 3 assignments, and class discussion

TEXT: Gregory, R.J. (1992). Psychological testing. Boston, MA: Allyn & Bacon

COURSE CONTENT: The process of sexual differentiation and the resultant product of sexually dimorphic characteristics (sex differences) constitute the central theme of this course. We will examine biological, social, and psychological theories and data to account for the differences between women and men. The topics includes the analysis of gender identity sex roles, cognitive abilities, and emotional behaviour. Asocial behaviours, such as aggressive, and social behaviours, such as empathic, will also be studied. The behaviour of non-human species is often examined in order to supplement the incomplete knowledge about humans. The central questions which could guide students in this course are whether biology is destiny and to what extent descriptions of animal behaviour could serve as prescriptions for human behaviour.

FOR: Students in psychology and Women's Studies programmes or for students in other disciplines who plan to work with women and men in community services and need to understand the similarities and differences between the sexes.

PREREQUISITE: PSYC 310 and 315; or Introductory Psychology and second year standing in any degree programme in Arts and Science, or permission of the Department. Knowledge of basic biology is helpful.

FORMAT: Lectures and discussions.

EVALUATION: Based on a combination of short quizzes, exams, oral and written presentation of term papers or research project. In the grading scheme, "A" will be given for 90 and up. Subject to change.

COURSE OUTLINE: Sample outlines on file in the Psychology office; final outline to be given out at the beginning of class.

SELECTED BIBLIOGRAPHY:

Bleier, R. (1989). Science and Gender. A critique of biology and its theories of women. New York: Pergamon Press.

Sayers, J. (1982). Biological politics. Feminist and anti-feminist perspectives. London, England: Tavistock Publications.

Teitelbaum, M.S. (Ed.) (1976). Sex Differences: Social and Biological Perspectives. Garden City, N.Y.: Anchor Press

COMMENTS: Many of the topics covered are socially controversial. Students are encouraged to express their thinking about them, to listen carefully to other point of views and to debate them in the class based on their knowledge of the material. Work load averages three to four hours of reading per week.

PSYCHOLOGY 398A/2 (3 Credits)
HISTORY OF HYPNOSIS

SECTION A
INSTRUCTOR: Dr. C. Perry

COURSE CONTENT: This course is concerned with the history of hypnosis, with particular emphasis on the questions of (a) how, historically hypnosis came to be perceived as a modality for coercing unconsenting behavior, and (b) how the belief developed that hypnosis could be utilized to tap an individual's memory, and elicit pristine "truth". Topics to be covered are:

- * mesmer, and his antecedents in demonic possession, witchcraft and exorcism;
- * the Benjamin Franklin Commission (1784);
- * contributions of Marquis de Puységur, Abbé di Faria, Braid, Liébault, Bernheim and Charcot;
- * 19th century legal cases involving animal magnetism and hypnosis;
- * the conflict between the Nancy and Salpêtrière "schools" of hypnosis, and the decline of hypnosis in France.

TEXT: Laurence, J.-R. & Perry, C. (1988) Hypnosis, will and memory: A psycho-legal history. New York: Guilford. Chapters 1 - 10.

FOR: Students in a psychology programme.

PREREQUISITES: PSYC 310 and 315.

FORMAT: Lectures and discussion.

EVALUATION: Midterm Exam (in class) = 40%; Final Exam = 60%.

NOTE: Students who have received credit for Psys 352 (80-82; 83-85) may not take this course for credit

COURSE CONTENT: A number of eating problems will be reviewed including those resulting in obesity, anorexia nervosa, and/or bulimia. Eating problems will be examined from a number of perspectives with emphasis given to developmental, physiological, and social learning theories. For example, from a developmental perspective, the nature of starvation related illness such as failure to thrive in infants, anorexia in adolescents, and eating disorders in the elderly will be examined. Social learning theory will be related to differential development of eating problems in men and women. Treatment of eating problems will be studied in relation to behavioral, psychodynamic, and physiological interventions.

FOR: Students with applied interests in Psychology and/or Eating Disorders.

PREREQUISITES: PSYC 310 and 315.

FORMAT: Lectures and discussion.

EVALUATION: Evaluation will be based partially on objective examinations and partially on additional assignments such as a paper or class presentation. The nature and number of supplemental assignments will be decided in consultation with the class.

COURSE OUTLINE: Available first class.

TEXT: Fairburn, C.G. and Wison, G. T. (1993). Binge eating: nature, assessment, and treatment. New York: Guilford

COMMENTS: Though eating disorders is an area of clinical and personal interest, it also allows us to examine the complex developmental, cognitive, perceptual, physiological and genetic factors that determine behavior. The instructor will attempt to address this complex determinism as well as clinical applications of knowledge about eating problems. Though clinical applications and treatment are part of the course content, students are expected to read and understand the psychological theories and experiments which underlie these applications.

COURSE CONTENT: The purpose of this course is to acquaint students with the main factors that underlie both accurate and inaccurate eyewitness identification, and subsequent testimony. Topics covered include acquisition, retention and retrieval of memory, cross racial identification, memory for faces, studies of juror behavior, individual differences in eyewitness ability and the use of hypnosis in "refresh" memory. Although the course follows the main text quite closely, there are some departures from it. Chapter 6 (Theoretical Issues in the Study of Memory) will not be covered. In addition, students can disregard the section entitled Hypnosis and Recall (p. 104-109). The lectures on this are derived from Laurence and Perry (1988), Chapters 11 and 12.

FOR: Students in s psychology program.

PREREQUISITES: PSYC 310 and 315.

FORMAT: Lectures, discussion, and class demonstrations of eyewitness phenomena.

EVALUATION: Midterm Exam in class = 40%; Final Exam = 60%

PSYCHOLOGY 398I (3 Credits)
ETHNIC & INTERGROUP RELATIONS I

SECTION: AA
INSTRUCTOR: Dr. A. Hilton

COURSE CONTENT: The first of a two-course series. This, Part I, is a survey of various processes underlying intergroup, especially ethnic & race, relations: psychological defenses; intercultural (in)compatibility, personality factors, cognitive processes leading to accurate vs. inaccurate stereotyping, and motivational mechanisms related to how humans feel about members of their own group vs. members of other human groups and other species. In all of the above, the utility of evolutionary biology as a general frame of reference will be considered.

FOR: Psychology majors, primarily, but biology majors and others might be considered if space permits and with permission of the instructor.

PREREQUISITES: Psych 310 & 315 or permission of the instructor. Do not take this course if you took Psych 398 I (Ethnic &/or Intergroup Relations) in 1992-93 or earlier; but you could take Part II of this series.

FORMAT: Assigned readings, lectures, student presentations, class discussions; on occasion a class demonstration having to do with one's own motives. Several films.

EVALUATION: By professor alone. [Tentatively] Three quizzes; one Final Essay on assigned topic related to the term's work. Overall judgment of student's achievements and understanding of concepts could affect overall final grade by a modest amount.

PREVIOUS COURSE OUTLINE is on file in the department. Expect changes, though, since this course is now followed by a second 3-credit course for those wishing to continue on.

TEXT: Book : TBA

Tentative: A set of notes to be made available in the bookstore downtown.

Also: readings (individual articles) placed on reserve in Webster Library.

COMMENTS: Work load is at least one solid afternoon per week for a reasonably efficient reader (doubled if course given in summer). A difficult course for many. Profoundly frustrating for those whose main objective is simply to participate in ethnic relations and who only want ammunition for their cause. Some material could be upsetting or even offensive to some students; for this reason, students may be asked to read and sign a statement of "Informed Consent" to remain in the course.

PSYCHOLOGY 398T (3 Credits)
ETHNIC & INTERGROUP RELATIONS II

SECTION: AA
INSTRUCTOR: Dr. T. Hilton

COURSE CONTENT: The second of a two-course series. This, Part II, will delve more profoundly into issues raised in Part I (see its course description for topics). Experimental and correlational studies, analyses of current events.

FOR: Anyone who has completed Part I of this series or who took Psychology 398 I in 1992-93 or earlier, with the same instructor.

PREREQUISITES: Psych 310 & 315 or permission of the instructor.

FORMAT: Assigned readings, lectures, student presentations, class discussions; on occasion a class demonstration having to do with one's own motives. Several films.

EVALUATION: By professor alone. [Tentatively] at least two essay-type quizzes; one Final Essay on assigned topic related to the term's work. Overall judgment of student's achievements and understanding of concepts could affect overall final grade by a modest amount.

PREVIOUS COURSE OUTLINE: None -- it is a new course.

TEXT: Book : TBA

Tentative: A set of notes to be made available in the SGW bookstore.

Also: readings (individual articles) placed on reserve in Webster Library.

COMMENTS: See Part I description. Again, some material could be upsetting or even offensive to some students; for this reason, students may be asked to read and sign a statement of "Informed Consent" to remain in the course.

COURSE CONTENT: The aim of this course is to provide the advanced undergraduate student with the opportunity to conduct independent research under the supervision of a faculty member. Each student selects a research supervisor within the psychology faculty who is willing to provide guidance and research support for the project. Course requirements (seminars, oral and written presentations of research proposal and research grant) are designed to provide students with experience relevant to the demands of graduate school.

FOR: Students with third year standing.

PREREQUISITES: PSYC 310, 311, 315, and 316 or equivalent, and permission of the Department.

Students wishing to register for this course must have prior approval from the instructor or the Department chairman. Furthermore, **students are expected to have read extensively in their area of interest and, ideally, have formulated a testable research problem in consultation with their advisor by the beginning of classes in the fall.**

FORMAT: Seminar style, consisting of a review of research methodology, critical review and discussion of experiments in student's area of interest, presentation and discussion of research proposals and the completed research projects. In addition, individual consultation with research supervisors is necessary.

EVALUATION: 30% oral in-class presentation and class participation; 70% written work (research proposal, literature review, thesis-style report).

COURSE OUTLINE: On file in the Department. Final version to be distributed first class.

TEXT: Students must have their own copy of the American Psychology Association Publication Manual.

COMMENTS: Work load is heavy.

COURSE CONTENT: The aim of this course is to provide the advanced undergraduate student with the opportunity to conduct independent research under the supervision of a faculty member. Each student selects a research supervisor within the psychology faculty who is willing to provide guidance and research support for the project. Course requirements (seminars, oral and written presentations of research proposals) are designed to provide students with experience relevant to the demands of graduate school.

FOR: Students with third year standing.

PREREQUISITES: PSYC 310, 311, 315, and 316 or equivalent, and permission of the Department.

Students wishing to register for this course must have prior approval from the instructor or the Department chair. Before the beginning of classes in the fall, students are expected to come to an agreement with an adviser on a research topic, have the appropriateness and feasibility of the proposed research approved by the course coordinator, read suggested relevant research papers, and, ideally, begin gaining experience in the adviser's lab.

FORMAT: Seminar style, consisting of a discussion of ethical and research issues, critical review and discussion of experiments in the student's area of interest, presentation and discussion of research proposals and the completed research projects. In addition, individual consultation with the course coordinator and research supervisor is necessary.

EVALUATION: 30% oral in-class presentation and class participation; 70% written work (research proposal, literature review, thesis-style report).

COURSE OUTLINE: Available first class.

TEXT: Students must have their own copy of the American Psychology Association Publication Manual.

COMMENTS: Work load is heavy.

PSYCHOLOGY 421/2 (3 Credits)
HONOURS SEMINAR ISSUES

SECTION: 51
INSTRUCTOR: Dr. M. Bross

COURSE CONTENT: The purpose of this seminar and its companion course PSYC 422 is to provide a forum to critically examine a number of issues in psychology more thoroughly than is possible in core courses, and also to examine some issues that may cut across the boundaries of typical course offerings. As this is a seminar course, most of the onus for discussion will fall on the student. Attendance at the Departmental colloquia, throughout the year, is a course requirement.

FOR: Final year Honours students.

PREREQUISITE: PSYC 310, 311, 315, 316, and permission of the Department.

EVALUATION: Two seminar presentations: 20% each; Written synopses of seminar topic: 10%; Major Term Paper (subject to be approved): 40%; General seminar participation: 10%.

TEXT: C. Blackmore & S. Greenfield (Eds.) 1987, Mindwaves. Oxford: Basil Blackwell. Assigned readings from journals, etc.

COMMENTS: A main component of the course is that students will be responsible for leading seminars on their papers and one other topic. To facilitate the scheduling of this, it is desirable that students choose two topics as early as possible in the course (in consultation with the instructor).

NOTE: Students having received credit for PSYC 420 may not take this course for credit

PSYCHOLOGY 422/2 (3 Credits)
HONOURS SEMINAR ISSUES

SECTION: 51
INSTRUCTOR: Dr. T. Gray

COURSE CONTENT: The seminar will provide participants with an opportunity to critically examine research and theory in a broad range of contemporary and controversial issues in psychology. Participants will be encouraged to reexamine issues that they may have encountered in a variety of previous content courses. A main requirement will involve each student taking responsibility for leading a seminar on a particular topic. Attendance at the department colloquia is a course requirement.

FOR: Final year Honours programme students

EVALUATION:

The verbal presentation of the seminar :	approx. 30%
Written version of seminar	approx. 40%
General participation	approx. 20%
Reports on colloquia	approx. 10%

(The distribution of the grades is subject to some "negotiation" at the beginning of the seminar. The enrollment in the seminar may require modification to the evaluation scheme.)

TEXT: Material for the course will be made available mostly in the form of journal article reprints.

PSYCHOLOGY 422/4 (3 Credits)
HONOURS SEMINAR TOPICS

SECTIONS 52
INSTRUCTOR: *Dr. N. Segalowitz*

COURSE CONTENT: The purpose of this seminar and its companion course PSYC 421 is to provide a forum to critically examine a number of topics in psychology more thoroughly than is possible in core courses, and also to examine some topics that may cut across the boundaries of typical course offerings. As this is a seminar course, most of the onus for discussion will fall on the student. Attendance at the Departmental colloquia, throughout the year, is a course requirement.

FOR: Final year Honours students.

PREREQUISITE: PSYC 310, 311, 315, 316, and permission of the Department.

EVALUATION: Three seminar presentations: 55%; term paper (subject to be approved): 35%; general seminar participation: 10%.

TEXT: C. Blackmore & S. Greenfield (Eds.) 1987, Mindwaves. Oxford: Basil Blackwell. Assigned readings from journals, etc.

COMMENTS: A main component of the course is that students will be responsible for leading seminars on their papers and one other topic. To facilitate the scheduling of this, it is desirable that students choose two topics as early as possible in the course (in consultation with the instructor).

PSYCHOLOGY 430/3 (6 Credits)
HONOURS THESIS

SECTION 51 INSTRUCTOR: *Dr. T. Arbuckle-Maag*
SECTION 52 INSTRUCTOR: *Dr. J. Chaikelson*

COURSE CONTENT: A seminar course where honours students propose, conduct and write up a research project for their honours thesis. Each student selects, from within the psychology faculty, a thesis supervisor who provides guidance and research support for the project. The seminar consists of presentation of student research projects and discussion of more general issues including ethical concerns, research strategies, and methods of data analysis.

FOR: Final year Honours students in Psychology.

PREREQUISITE: Final year Honours standing or permission of the Department.

FORMAT: Seminars and workshops.

EVALUATION: The thesis is evaluated by three Psychology faculty members, including the supervisor and the course instructor.

COURSE OUTLINE: Available at the beginning of class.

TEXT: Publication manual of the American Psychological Association.

COMMENTS: Very heavy work load, especially in the spring term. Requires a large investment of time in reading the background literature, designing and conducting the study, doing the data analysis, preparing oral presentations on the project, and writing the thesis proposal and the thesis.

PSYCHOLOGY 436/2/4 (3 Credits)

Directed Readings in Psychology

INSTRUCTOR: Faculty

COURSE CONTENT: Under the supervision of a Faculty member, the student carries out an independent literature research project on a specific topic in psychology. This research culminates in a written paper.

PREREQUISITE: PSYC 311, PSYC 316, and permission of the Department

COMMENTS: A student wishing to register for PSYC 438 must make an application to the Undergraduate Programme Director. This should include a clear pedagogical rationale for taking the course, rather than a standard course(s). The application should also include a detailed proposal describing the project to be undertaken, at least a preliminary reading list, the name of the faculty member willing to supervise the project, a proposed timetable of supervisor-student meetings, and the name of at least one faculty member who has agreed to serve as a second reader of the finished written project.

NOTE: Students who have received credit for Psyc 438 may **not** take this course for credit.

PSYCHOLOGY 439/3 (6 Credits)

Directed Research in Psychology

INSTRUCTOR: Faculty

COURSE CONTENT: Under the supervision of a Faculty member, the student carries out an independent research project and reports it in writing.

PREREQUISITE: PSYC 311, PSYC 316, and permission of the Department

COMMENTS: A student wishing to register for PSYC 437 must make an application to the Undergraduate Programme Director. This should include a clear pedagogical rationale for taking the course, rather than a standard course. The application should also include a detailed proposal describing the project to be undertaken, at least a preliminary reading list, the name of the faculty member willing to supervise the project, a proposed timetable of supervisor-student meetings, and the name of at least one faculty member who has agreed to serve as a second reader of the finished written project.

NOTE: Students who have received credit for Psyc 437 may **not** take this course for credit.